

# We've Facilitated the R-TFI: Now What?

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# Accessing Today's Supporting Resources

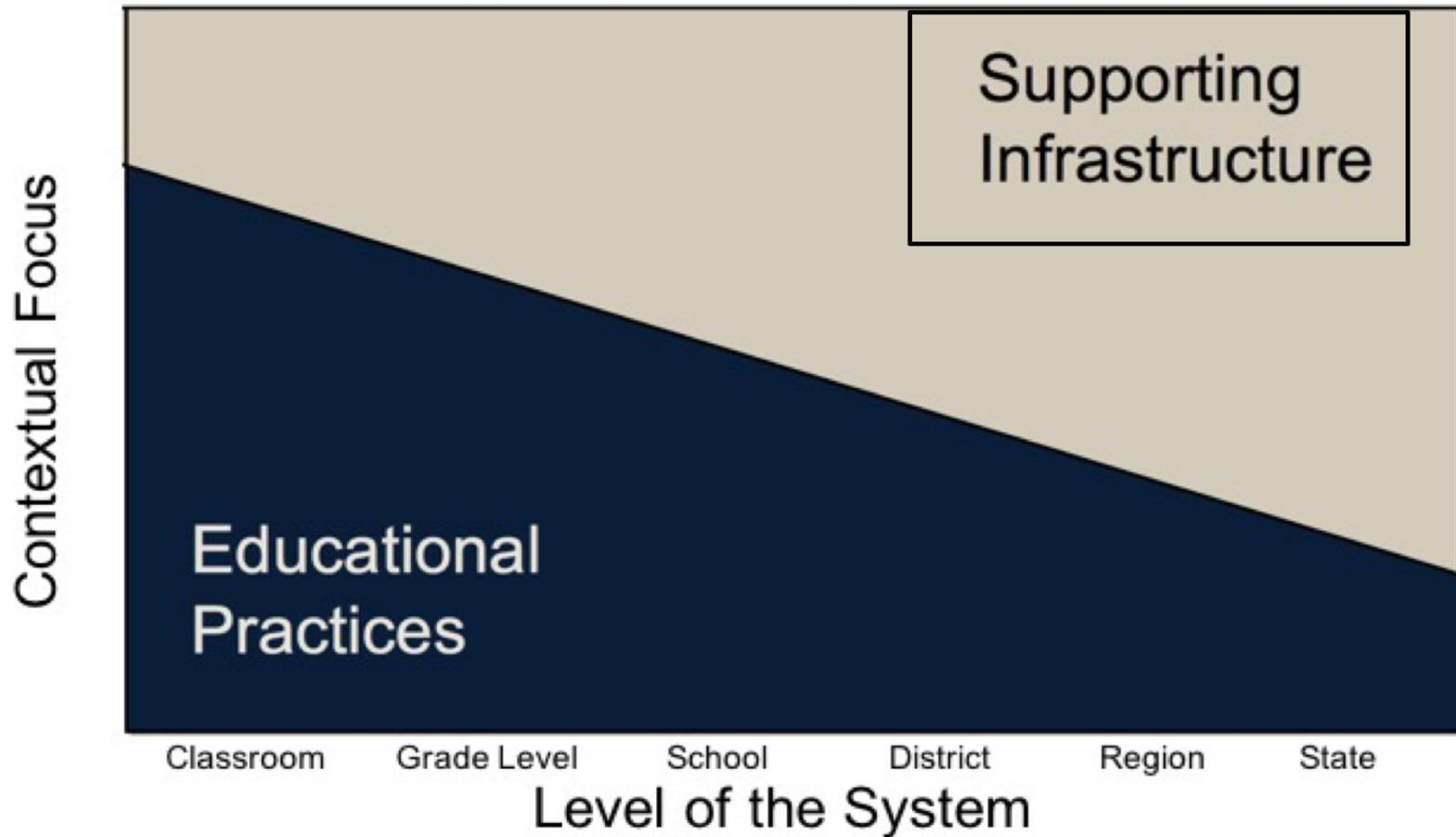
- There are several resources that are being shared with you through a Google Folder.
- Access this link: [Tier 1 Reading Installation Resources](#)

# Intended Outcomes

- Outline the types of information for the “supporting infrastructures” and “educational practices” needed along the educational cascade for MTSS
- Review the activities Building Leadership Teams will need to accomplish after administering the Tier 1 items of the R-TFI
- Provide an overview of tools and resources to support Building Leadership Teams in addressing some of the Tier 1 reading components of an MTSS model

# 1.0 Framework for Addressing Practices and Supports

# Framework for Addressing Practice and Supports



McIntosh and Goodman (2016)

# “Supporting Infrastructure” Know-How

- Effective Implementation Formula components:
  - Effective practices (includes selection and de-selection)
  - Effective Implementation
  - Enabling Context
- Five Active Implementation Frameworks
  - Usable Innovations
  - Implementation Stages
  - Implementation Drivers
  - Improvement Cycles
  - Implementation teams

# Classroom Supporting Infrastructure Knowledge

- Educational practice was selected using the district-approved comprehensive review and selection process
- Educational practice(s) that were de-selected to make adequate space to use the practice as intended
- Ideal, acceptable, and unacceptable variations for using the educational practice and any resources that come with the educational practice
- Classroom organization to use the educational practice (time allotment, grouping structures)
- Behavioral expectations during the grouping structures so students can fully engage in the learning

# School-Level Supporting Infrastructure Knowledge

- District-approved comprehensive review and selection process was used to select the educational practice
- Educational practice(s) that were de-selected to make adequate space to use the practice as intended
- Stages of implementation: Teams has a summary of the specific actions that have / will occurred across each stage
- Communication protocols from teachers using the educational practice to the School Leadership Team are consistently used to:
  - Understand if implementation is going well and barriers impeding efforts (barriers are documented using the steps outlined in the District's Barrier Removal Process”

# School-Level Supporting Infrastructure Knowledge (cont.)

- Improvement cycles (data review sessions) are conducted at least three times per year analyzing and acting on school-wide data to identify celebrations, precise problem statements, contributing factors (hypotheses), and to develop a plan to address needs
- Competency supports (training / re-training, coaching) that are accessible for the educational practices and steps for having people access the competency supports

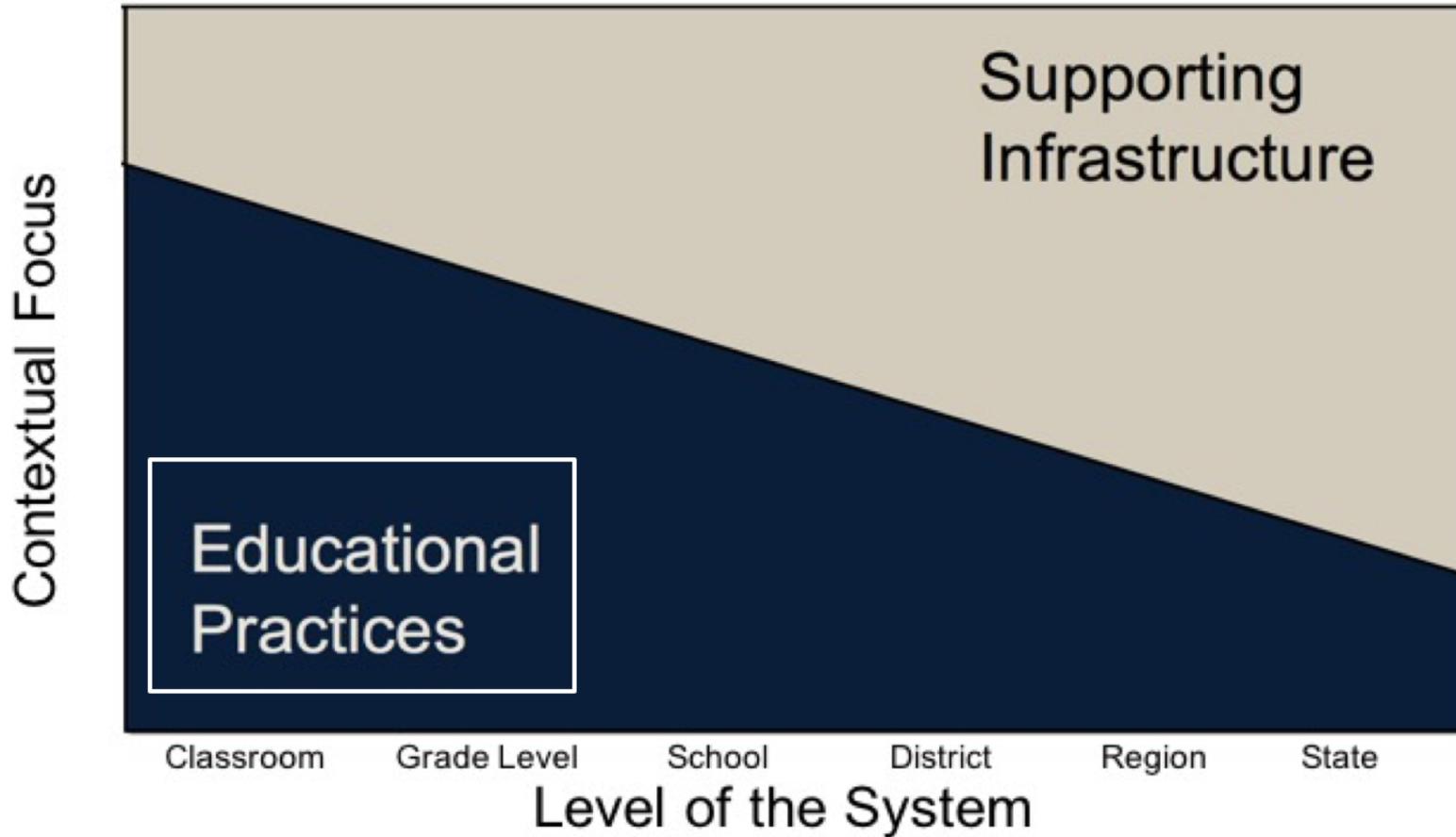
# District-Level Supporting Infrastructures Knowledge

- Implementation stage-based supports accessible to all staff who will be impacted by the educational practice
- Educational practice that has been selected either meets the “usable innovation” criteria or is in the process of being made usable for effective use of the practice
- Mechanisms to address competency needs (training / re-training and coaching) for the educational practice
- Communication protocols to gather and disseminate information related to the use of the educational practice

# District-Level Supporting Infrastructures Knowledge (cont.)

- Barrier Removal Process to efficiently identify barriers and effectively remove the barriers impeding implementation
- Improvement cycles (district data review sessions) are conducted at least three times per year analyzing and acting on district-wide data to identify celebrations, precise problem statements, contributing factors (hypotheses), and to develop a plan to address needs

# Framework for Addressing Practice and Supports



McIntosh and Goodman (2016)

# “Educational Practice” Know-How

- Different levels of knowledge of the educational practices needs to be developed at each level of the systems
- Classroom practitioners need more knowledge in the practices (what they are and how to successfully use them)
- The farther away from the classroom, the depth of knowledge in the practices decreases (but is not completely eliminated)

# Classroom Practice Knowledge

- Classroom teachers have deep knowledge in the following:
  - Practice components (what they are, what they are not, how the practice components are used in the context of their classroom setting)
  - How to use the practice components with diverse learners
  - How to measure fidelity
  - How to collect and analyze data to inform instructional adjustments

# School-Level Practice Knowledge

- Content area and skills the practice is going to address
- How fidelity and outcomes will be measured
- How to analyze aggregated student outcome data for the skills the practices are teaching across grade level and school-wide level to determine successes and barriers
- Impact on resources (teacher time, staffing) that may effect resources allocated to other school-wide priorities
- Principals need to know the practice “look fors” to know if it is or is not happening in the classroom settings

# District-Level Practice Knowledge

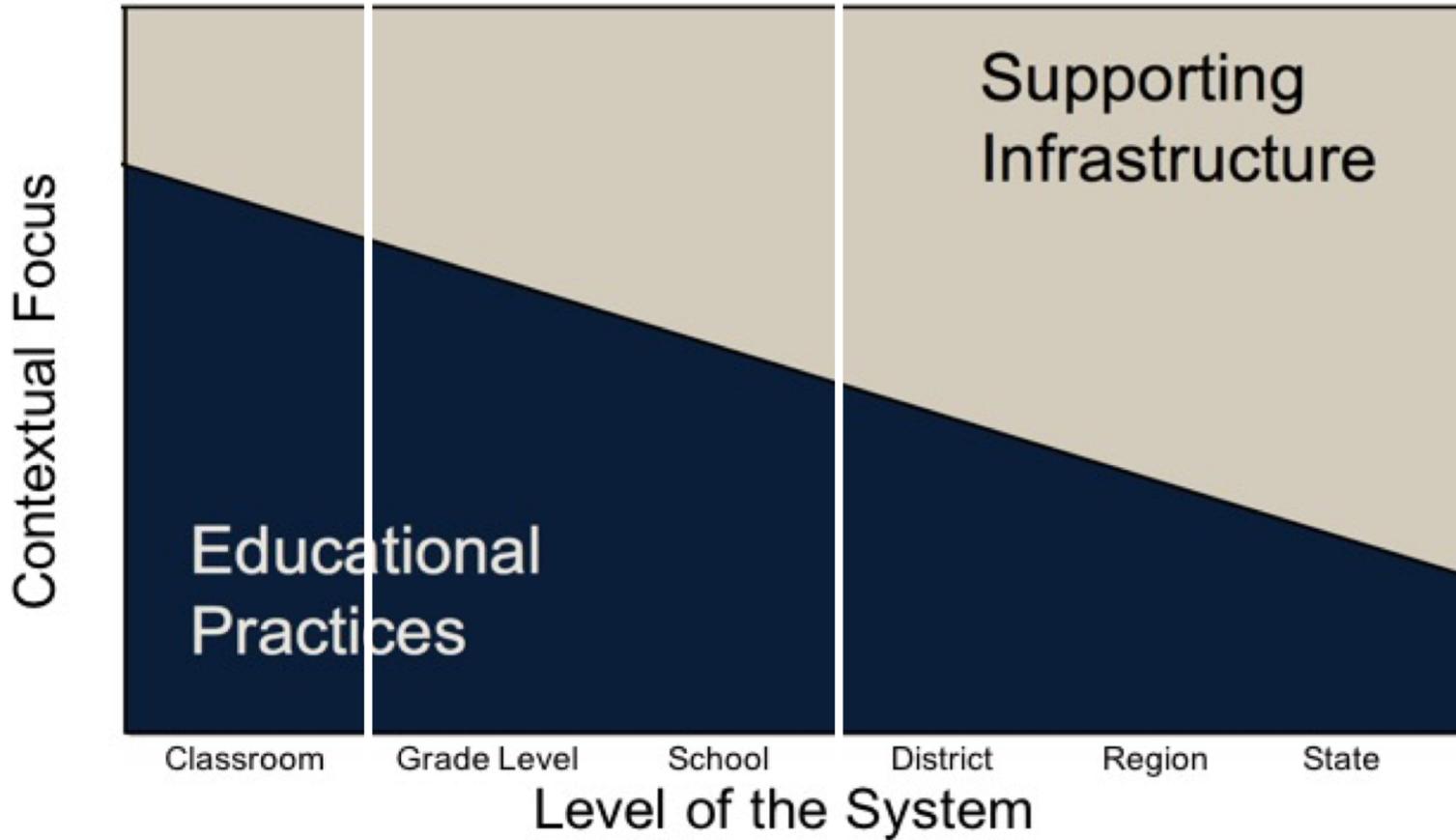
- Operationalize the processes to select educational practices and to de-select the practices that might need to stop being used
- Essential functions (core components) of the practice
- Fidelity assessment that will be used to determine effective use of the practice
- Student outcome data that will be collected and analyzed to determine successes and challenges

# Activity 1.2

- **Review the slides presented in this section and highlight / note areas of strength and needs given your role in supporting literacy outcomes and MTSS.**
- **Partners will share two strengths and two needs.**

## 2.0 Integrated Behavior and Reading MTSS School Installation

# Framework for Addressing Practice and Supports



McIntosh and Goodman (2016)

# School-Level MTSS Installation Resources

## Elementary Tier 1 Integrated MTSS Installation Checklists

The purpose of this document is to outline the activities elementary Building Leadership Teams (BLTs) and grade level teachers will need to do to successfully install the components of an integrated behavior and reading MTSS model.

**Author:** Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)

**Version:** 1.0

**Date:** October 2018

### School and Classroom Levels of the Educational Cascade

#### Building Leadership Team Set-Up

- Schedule monthly team meetings for the year
- Document how decisions are made for policy and structural decisions, new resource allocations, re-prioritization of existing resource allocation decisions
- Define how meeting roles will be assigned to team members
- Establish a purpose for the team to ensure that it addresses the role in supporting academics and behavior supports for students
- Create team meeting norms
- Create an agenda meeting minute form / template
- Create a pre-meeting document to capture agenda items and a barrier log
- Determine how team documents will be stored and accessed by all team members
- Develop a communication plan to coordinate the work of various groups / teams within the school
- Determine the template that will be used for the MTSS implementation plan that includes the following components:
  - Purpose statement
  - Unique features of this plan compared to other plans that guide the school's work (e.g., school improvement plan)
  - S.M.A.R.T. Goal for the installation of the components of an integrated behavior and reading MTSS model
  - Location to list Installation Checklist data for each of the components (PBIS Non-Classroom, PBIS Classroom, School-wide Reading Model, School-wide Content Area Reading Model, Grade-Level Problem Solving, Intervention System, Intensifying Intensive Interventions)
  - S.M.A.R.T. Goal for improving behavior outcomes
  - Location to list the dates and summary of School-wide PBIS fidelity data (SWPBIS TFI) and behavior outcomes (e.g., office discipline referral data such as SWIS)
  - S.M.A.R.T. Goal for improving reading outcomes

Elementary Tier 1 Integrated MTSS Installation Checklists (October, 2018)

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## Secondary Tier 1 Integrated MTSS Installation Checklists

The purpose of this document is to outline the activities secondary Building Leadership Teams (BLTs) teachers will need to do to successfully install the Tier 1 components of an integrated behavior and reading MTSS model.

**Author:** Kim St. Martin

**Version:** 1.0

**Date:** October 2018

### School and Classroom Levels of the Educational Cascade

#### Building Leadership Team Set-Up

- Schedule monthly team meetings for the year
- Document how decisions are made for policy and structural decisions, new resource allocations, re-prioritization of existing resource allocation decisions
- Define how meeting roles will be assigned to team members
- Establish a purpose for the team to ensure that it addresses the role in supporting academics and behavior supports for students
- Create team meeting norms
- Create an agenda meeting minute form / template
- Create a pre-meeting document to capture agenda items and a barrier log
- Determine how team documents will be stored and accessed by all team members
- Develop a communication plan to coordinate the work of various groups / teams within the school
- Determine the template that will be used for the MTSS implementation plan that includes the following components:
  - Purpose statement
  - Unique features of this plan compared to other plans that guide the school's work (e.g., school improvement plan)
  - S.M.A.R.T. Goal for the installation of the components of an integrated behavior and reading MTSS model
  - Location to list Installation Checklist data for each of the components (PBIS Non-Classroom, PBIS Classroom, School-wide Content Area Reading Model, Intervention System, Intensifying Intensive Interventions)
  - S.M.A.R.T. Goal for improving behavior outcomes
  - Location to list the dates and summary of School-wide PBIS fidelity data (SWPBIS TFI) and behavior outcomes (e.g., office discipline referral data such as SWIS)
  - S.M.A.R.T. Goal for improving "student engagement" (broad term that more accurately reflects the reciprocal nature between academics and behavior)

Secondary Tier 1 Integrated MTSS Installation Checklist V1 (October 2018)

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# Focus of Tier 1 Installation: Elementary

1. Building leadership team
2. Daily reading instruction (what and how)
3. Communication protocols with groups / teams, staff, and stakeholders
4. School-wide reading assessments
5. School-wide Reading Plan (reading components of an MTSS Implementation Plan)
6. Grade level teams
7. Grade-Level Instructional Plans

# Focus of Tier 1 Installation: Secondary

1. Building leadership team
2. Content area reading strategy fluency
3. Communication protocols with groups / teams, staff, and stakeholders
4. School-wide assessments
5. School-wide Content Area Reading Plan (reading components of an MTSS Implementation Plan)
6. Department teams
7. Department Content Area Reading Plans

# Installation Timeline: Day 1

1. Building leadership team functioning (to support reading outcomes within an MTSS framework)
2. Communication protocols with groups / teams, staff, and stakeholders
3. School-wide Reading Plan (reading components of an MTSS Implementation Plan) – introduction, worked example, template
4. Core reading (elementary) and content area reading (secondary) infrastructures – **assigning an audit to complete prior to the next session**

## Installation Timeline: Day 2

4. Guidance for acting on the information gathered from the audit(s)
5. Guidance for use of core reading curriculum resources or content area reading strategies based on the results from the “Daily Reading Audit” (elementary) and “Core Subject Comprehension Strategy Audit” (secondary)
6. District processes to support the review, selection and de-selection of Effective Innovations (includes programs, strategies, assessments and data systems)
7. Assessment System
8. School-wide Reading Plan (reading components of an MTSS Implementation Plan) – **refinements based on most recent screening data analysis and work accomplished from the previous session**

# Installation Timeline: Day 3

7. Data review – **refinements to plans based on spring data and work accomplished from the previous session**
8. Grade level teams (elementary) Department teams (secondary): What does the BLT need to do to support their efforts?
9. Grade-Level Instructional Plans (elementary) Department Content Area Reading Plans (secondary): Worked example and template
10. Forecasting for the installation of an intervention system to address students below or well-below grade level academically or behaviorally

## 3.0 Tier 1 Resources

# Tier 1 Installation Resources

- Installation Day 1:
  - Building Leadership Team (BLT) Operating Procedures Packet
  - BLT meeting agenda template
  - Example communication protocols for BLT and other school groups / teams
  - Daily Reading Audit (elementary schools)
  - Core Subject Area Comprehension Strategy Audit (adolescent reading)

# Installation Day 1 Agenda

- 1.0 High-quality implementation: necessary ingredients
- 2.0 Innovation and initiative inventory
- 3.0 R-TFI overview
- 4.0 Defining MTSS
- 5.0 Scientifically Based Reading Research
- 6.0 Defining Tier 1 reading systems
- 7.0 Building Leadership Team: getting organized for success
- 8.0 Wrap-up and next steps

# Activity 3.1

- **Access the “Tier 1 Reading Installation Resources” Google folder using the link provided on slide 25 of this Power Point.**
  - **Go to the Installation Day 1 subfolder and access the Power Point titled, “Tier 1 Reading Systems Elementary Day 1 and 2” and supporting tools**
  - **Based on your most recent R-TFI data determine which professional learning outcomes will assist your team in installing the Tier 1 reading components of an MTSS framework?**

# Tier 1 Installation Resources (cont.)

- Installation Day 2:
  - Review, selection, de-selection resources
- Installation Day 3:
  - Elementary Reading Assessment System
  - Secondary Reading Assessment System

# Thank You!

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